

J G McCracken Junior High

300 Webber Road
Spartanburg, S.C. 29307

Grades 7-9 Middle School

Enrollment 766 Students

Principal Jeffrey T. Stevens 864-594-4457

Superintendent TBA 864-594-4400

Board Chair Conrad C. Hurst, III 864-594-4400

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	21	0	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	No
2005	Average	Unsatisfactory	No
2006	Average	Unsatisfactory	No

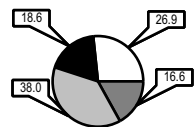
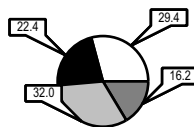
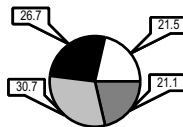
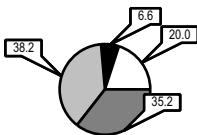
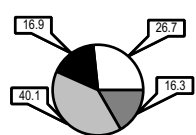
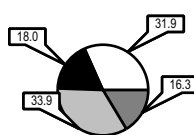
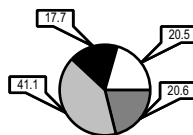
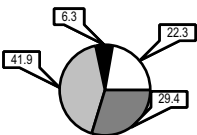
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	98.5	98.9
English 1	79.9	98.0
Biology 1/Applied Biology 2	97.7	97.7
Physical Science	67.6	83.7
All Subjects	82.4	98.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	504	99.8	19.9	38.2	35.3	6.6	52.1	Yes	Yes
Gender									
Male	273	99.6	27.3	38.3	30.0	4.3	45.8	N/A	N/A
Female	231	100.0	11.2	38.1	41.4	9.3	59.5	N/A	N/A
Racial/Ethnic Group									
White	292	99.7	5.7	37.2	47.2	9.9	70.6	Yes	Yes
African American	193	100.0	44.1	41.2	12.9	1.8	20.0	No	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	460	99.8	14.2	40.4	38.3	7.2	56.6	N/A	N/A
Disabled	44	100.0	86.5	13.5	0.0	0.0	0.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	504	99.8	19.9	38.2	35.3	6.6	52.1	N/A	N/A
English Proficiency									
Limited English Proficient	14	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	490	99.8	20.0	38.0	35.2	6.7	52.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	189	100.0	41.9	40.7	16.2	1.2	24.0	No	Yes
Full-pay meals	315	99.7	7.6	36.9	45.8	9.6	67.8	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	504	100.0	21.5	30.7	21.1	26.7	52.5	Yes	Yes
Gender									
Male	273	100.0	23.2	30.7	20.5	25.6	51.6	N/A	N/A
Female	231	100.0	19.5	30.7	21.9	27.9	53.5	N/A	N/A
Racial/Ethnic Group									
White	292	100.0	6.7	27.2	26.9	39.2	70.7	Yes	Yes
African American	193	100.0	47.6	36.5	10.6	5.3	21.2	Yes	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	460	100.0	16.7	31.5	22.9	28.9	56.7	N/A	N/A
Disabled	44	100.0	78.4	21.6	0.0	0.0	2.7	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	504	100.0	21.5	30.7	21.1	26.7	52.5	N/A	N/A
English Proficiency									
Limited English Proficient	14	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	490	100.0	21.9	30.8	20.6	26.7	52.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	189	100.0	44.3	37.1	10.8	7.8	24.0	Yes	Yes
Full-pay meals	315	100.0	8.9	27.2	26.8	37.1	68.2	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	503	100.0	29.4	32.0	16.2	22.4	38.6
Gender							
Male	272	100.0	31.9	28.0	14.2	26.0	40.2
Female	231	100.0	26.5	36.7	18.6	18.1	36.7
Racial/Ethnic Group							
White	292	100.0	11.7	35.3	20.1	32.9	53.0
African American	192	100.0	60.0	28.8	8.2	2.9	11.2
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	460	100.0	24.8	33.3	17.6	24.3	41.9
Disabled	43	100.0	83.8	16.2	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	503	100.0	29.4	32.0	16.2	22.4	38.6
English Proficiency							
Limited English Proficient	14	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	489	100.0	29.7	32.3	15.6	22.3	38.0
Socio-Economic Status							
Subsidized meals	188	100.0	55.7	27.5	10.8	6.0	16.8
Full-pay meals	315	100.0	14.9	34.4	19.2	31.5	50.7

Social Studies							
All Students	503	99.8	26.7	38.0	16.7	18.6	35.3
Gender							
Male	272	99.6	29.6	34.4	15.0	20.9	36.0
Female	231	100.0	23.3	42.3	18.6	15.8	34.4
Racial/Ethnic Group							
White	292	100.0	9.9	39.6	23.7	26.9	50.5
African American	192	99.5	55.6	35.5	5.3	3.6	8.9
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	460	99.8	21.6	40.1	18.1	20.2	38.3
Disabled	43	100.0	86.5	13.5	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	503	99.8	26.7	38.0	16.7	18.6	35.3
English Proficiency							
Limited English Proficient	14	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	489	99.8	27.0	37.8	16.5	18.7	35.2
Socio-Economic Status							
Subsidized meals	188	99.5	49.4	36.7	7.2	6.6	13.9
Full-pay meals	315	100.0	14.2	38.7	21.9	25.2	47.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	255	99.6	26.7	42.1	25.4	5.8	31.3
	8	277	99.3	19.6	38.8	32.5	9.0	41.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	247	99.6	21.7	36.1	37.0	5.2	42.2
	8	257	100.0	18.1	40.3	33.6	8.0	41.6
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	255	99.6	20.0	33.8	22.1	24.2	46.3
	8	277	99.3	30.2	39.6	19.2	11.0	30.2
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	247	100.0	19.5	24.7	22.5	33.3	55.8
	8	257	100.0	23.5	36.6	19.7	20.2	39.9
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	255	99.2	31.8	33.1	14.6	20.5	35.1
	8	277	98.2	38.6	33.9	14.6	13.0	27.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	247	100.0	29.0	21.2	19.9	29.9	49.8
	8	256	100.0	29.8	42.4	12.6	15.1	27.7
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	255	99.2	31.4	34.3	15.9	18.4	34.3
	8	277	98.6	24.4	36.6	11.4	27.6	39.0
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	247	99.6	33.0	33.9	13.0	20.0	33.0
	8	256	100.0	20.6	42.0	20.2	17.2	37.4

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 766)				
Students enrolled in high school credit courses (grades 7 & 8)	93.4%	Up from 72.6%	26.7%	16.7%
Retention rate	1.3%	Down from 3.2%	1.8%	2.5%
Attendance rate	96.0%	Up from 94.3%	96.4%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 4.5%	2.0%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 4.5%	1.9%	1.0%
Eligible for gifted and talented	45.4%	Up from 44.5%	26.8%	15.6%
On academic plans	29.5%	N/AV	31.5%	39.9%
On academic probation	15.9%	N/AV	0.6%	0.7%
With disabilities other than speech	8.8%	Down from 11.3%	9.5%	12.4%
Older than usual for grade	1.0%	Down from 3.0%	2.0%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.6%	Up from 0.7%	0.8%	0.9%
Annual dropout rate	0.4%	Down from 1.0%	0.0%	0.0%
Teachers (n= 59)				
Teachers with advanced degrees	57.6%	Down from 62.9%	63.5%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	12.9%	N/A	5.8%	9.1%
Teachers with emergency or provisional certificates	3.6%	Up from 1.8%	2.4%	5.6%
Teachers returning from previous year	89.0%	Down from 90.9%	86.9%	84.6%
Teacher attendance rate	95.1%	Up from 94.6%	94.7%	94.8%
Average teacher salary	\$46,273	Up 1.5%	\$43,915	\$42,267
Prof. development days/teacher	9.1 days	No change	11.6 days	11.9 days
School				
Principal's years at school	1.0	Down from 9.0	2.0	3.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 20.8 to 1	22.2 to 1	21.1 to 1
Prime instructional time	88.9%	Up from 87.7%	89.8%	89.0%
Dollars spent per pupil*	\$7,414	Up 20.2%	\$5,721	\$6,243
Percent of expenditures for teacher salaries*	53.6%	Down from 63.0%	62.9%	59.8%
Percent of expenditures for instruction*	64.2%		68.0%	65.2%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	98.7%	Up from 96.0%	97.8%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	6.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

* or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dedicated in 1978, Joseph G. McCracken Junior High School was named after a legendary superintendent who embodied the ideal of progressive and ethical leadership on behalf of the community's children. For the past 28 years, the school has enjoyed a rich and successful history in many respects due to a vital relationship between the shareholders: students, staff, parents, and community. During 2005-2006, the McCracken community incorporated a new principal and administration charged with extending and renewing the school's enduring legacy.

McCracken students have historically received district, state, and national recognition in academics, the arts, extra-curricular activities, and athletics, and this year proved no exception. Academic honors were achieved as a result of participating in National History Day, the National Latin Exam, Academic Team competitions, Battle of the Brains, Youth in Government, and many others. Accolades were garnered beyond the academic arena including Superior ratings for our Band, Orchestra, and Chorus. McCracken athletic teams finished competitively across the board, the studio arts were well represented in showings and the Maggie's Drawers competition. In addition, participation in various philanthropic endeavors throughout the year were successful.

The strongest link between the school and our community are the wonderful parents who show strong support and involvement in numerous ways. The PTSO is truly a partner that is helping the school work towards its goals by volunteering to help teachers and students with specific needs, raising funds for school projects, and partnering with the administration in the stewardship of our students' learning and experiences at McCracken. Over 400 parent conferences were held during the year as well as high parent and community attendance for Open House, orientations, award ceremonies, and school performances. Several parents and community leaders also participated as guest speakers during Power Lunch presentation sessions during lunch periods.

McCracken pride runs strong and deep in our community, but all members are aware that only through continuous progress and innovation will we be able to build on it. New initiatives have been devised to help all students achieve success on both individual and collective bases. Our school participated in a district-wide action to articulate instructional programs that are South Carolina Achievement Standards-based. Professional development opportunities allowed teachers access to highly effective instructional strategies to meet the needs of our students at all levels of study. Continuous monitoring of student progress and teacher effectiveness has begun through the use of benchmark testing, survey analyses, classroom observation, and the utilization of Measures of Academic Progress (MAP).

Jeffrey T. Stevens, Principal
Alice Cobb-Howell, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	62	224	108
Percent satisfied with learning environment	90.2%	80.3%	81.3%
Percent satisfied with social and physical environment	93.3%	77.8%	78.6%
Percent satisfied with school-home relations	93.3%	86.0%	69.5%

*Only students at the highest middle school grade level at this school and their parents were included.